

PART III: ESEA KEY PROGRAMMATIC REQUIREMENTS AND FISCAL INFORMATION

In preparing a reply to the Part III request for information, States may find it helpful to align responses to ESEA goals. Funds from some ESEA programs explicitly support all of the ESEA goals (e.g., Title V) while other program funds concentrate on a specific ESEA goal (e.g., Title IV, Part A). To facilitate this alignment, we indicate the number of the ESEA goal(s) that we believe to be related to each program.

Alignment between ESEA Programs and ESEA Goals

ESEA Goals

Program	Goal 1: Reading and Math	Goal 2: English for LEP students	Goal 3: Qualified Teachers	Goal 4: Learning Environments	Goal 5: Graduation
Title I, Part A					
Title I, Part B, 3					
Title I, Part C					
Title I, Part D					
Title I, Part F					
Title II, Part A					
Title II, Part D					
Title III, Part A					
Title IV, Part A, 1					
Title IV, Part A, 2					
Title IV, Part B					
Title V, Part A					
Title VI, Part A, 1, 6111					
Title VI, Part A, 1, 6112					
Title VI, Part B, 2					

In the June 2002 submission, for items 1-14 and the two final questions on uses of funds, please provide a brief narrative response. Where applicable, the State may include Web site references, electronic files, or other existing documentation to comply with the requirements listed in the application. (All electronic references and hyperlinks should point explicitly to applicable content.)

1. **Title I, Part A -- Improving Basic Programs Operated By LEAs [Goals 1,2,3,5]**
 - a. *Identify the amount of the reservation in section 1003(a) for school improvement that the State will use for State-level activities and describe those activities.*

The following amount has been identified for state-level activities: \$256,826. These funds will support The Leadership Institute offered by the Title I office, to which principals and school leadership teams of four participants from districts with targeted low-performing schools are invited. Consistent with the new NCLB legislation, the sessions will focus on developing the capacity of the central office administrative teams

in districts with low-performing schools. Currently, the department is conducting a needs assessment of targeted districts to better define the content of the full institute.

The funds reserved for state-level activities will also support the development of regional service centers to bring a greater level of support closer to the district level. Staff from current regional offices, including county offices and Program Review and Improvement, will form the base corps of staff of the new regional centers. It is through this new structure that direct support services to high need schools will be provided. Collaboration and partnerships with colleges and universities and other agencies will expand upon the resources available to support school improvement efforts across the state. It is anticipated that among the services offered will be:

- Assistance with needs assessment and data analysis;
- Identification of programs and strategies founded on scientifically-based research;
- Consultation and guidance in matching scientifically-based practices with identified needs; and
- Tailored training for high need schools and districts.

The Title I office provides direct assistance to low-performing schools by: conducting workshops specific to school improvement and implementation of programs for all Title I school districts, and an annual Leadership Institute with quarterly follow-up sessions on data-driven reform. The office provides follow-up technical assistance upon request.

The Title I office will continue to provide Title I specific training, and will do so in conjunction with the three regional centers. A framework and strategies for systematic professional development for all Title I schools, including low-performing schools, is proposed below and will be augmented with developed products, Web-based resources, and listserv of Title I schools.

For those schools in need of improvement, the following proposed progression of support will occur, as described previously. First, the schools will be required to develop a needs assessment and develop a new plan with outside technical assistance. The state support team will assist the school districts with implementing the plan and will broker training assistance. School-level liaisons will ensure that the school improvement process was implemented appropriately and remained focused. Finally, a variety of agencies with varying areas of expertise will assist with addressing school district implementation problems as indicated in the table below. The process will be fully explained in a publication with references and Web links for assistance.

PROCESS	IMPLEMENTING GROUP
Needs Assessment and Collaborative Plan Development	Universities and Colleges, etc.
Implementation of Monitoring Plan & Brokers of Assistance	State Support Team
Internal Facilitators of Plan Implementation	School Liaisons

PROCESS	IMPLEMENTING GROUP
Problem Solving and Targeted Assistance	Regional Labs, Leadership Institutes, Consultants, Exemplary schools and School Districts (Category VI) &/or Staff Technical Assistance

- b. For the 95 percent of the reservation in section 1003(a) that must be made available to LEAs, describe how the SEA will allocate funds to assist LEAs in complying with the school improvement, corrective action, and restructuring requirements of section 1116 and identify any SEA requirements for use of those funds.***

Each school with the greatest need for school improvement will received additional funding and be required to implement a three-part prescribed intervention strategy that includes a comprehensive analysis of the school and the context in which the school operates, school support program, and school choice.

Funded schools must also provide services in the area of professional development, use scientifically-based strategies, and promote parent and community involvement. Finally, a school choice plan must be developed and implemented for all school improvement schools.

All districts that receive Title I funds and that have schools in need of improvement must implement school improvement activities and public school choice at the same time, so that all students, including those who transfer out of schools identified for improvement and those who remain, achieve to high academic standards. However, the lowest performing schools are eligible to receive additional Title I funds to help them with their improvement efforts.

Within the application for federal funding, eligible school districts with eligible schools, based on a ranking calculated on state assessment results, will apply separately for these funds. Title I schools that are currently eligible for funding have:

- Failed to meet state assessment requirements for two consecutive years;
- Failed to make adequate yearly progress in year three; and
- Are among the lowest performing schools in the state.

Funding will support the improvement efforts of the school district and the eligible schools with funding amounts for LEAs based upon the number of schools in school improvement within the district.

The school district must use the portion of funds designated for its use for one or more of the following purposes only:

- Technical Assistance: Provide technical assistance as the school develops and implements its school accountability plan.

- Curriculum Alignment: Review and align, if necessary, the curriculum to assure that it is designed to help students attain the state standards and incorporate scientifically-based strategies as well as professional development for all relevant school staff.
- Coordination of Efforts: Have support from all constituent groups in the school, *i.e.*, administrators, staff, students, parents, and community members. In order to have a successful analysis and implementation, the plan needs to be aligned with all the other initiatives being implemented in the school (e.g., Whole School Reform (WSR), Even Start, No Child Left Behind (NCLB), Comprehensive School Reform Grant (CSR), etc.
- Corrective Action: Where appropriate, take corrective actions such as leading the school planning council, directing reform efforts, replacing staff, etc., as indicated in Section 1116 of NCLB.
- Private School Students: If the school district determines that its Title I program serving private school children has not made adequate progress for two consecutive school years, the LEA must develop a program improvement plan that has the greatest likelihood of improving the performance of participating children in meeting the state performance standards. Accordingly, the school district may use school improvement funds to improve its Title I program for private school children.
- School Choice (Required): Any school district receiving Title I school improvement funds must "provide all students in a school identified for school improvement with the option to transfer to another public school within the local educational agency.

For each identified low-performing school meeting the specific criteria set forth for these funds: A school district must use 100 percent of the school improvement funds in all of the following three areas for each school: an accountability plan, school instructional support, and intradistrict (and interdistrict) choice. The amount of funds used for each area is based on need and determined by the school in collaboration with the district administration.

School Accountability Plan - The development of the school accountability plan must be initiated with a thorough and comprehensive assessment of the school. It is required that an outside agency with expertise in educational research specific to school improvement and reform be used for this purpose. Technical assistance by external providers such as researchers from the educational laboratories, comprehensive assistance regional centers, and colleges and universities broadens the pool of knowledge that schools can draw upon. Additionally, it provides an impartial third-party view.

The subsequent analysis of the needs assessment of the school should answer the following questions:

- What contributes to the disparity in the beliefs of staff, administrators, and support staff that all children can achieve the core content standards?
- What needs to be changed for the teaching approach to be cohesive, focused, and linked to school improvement strategies and student attainment of the core curriculum content standards?
- What needs to be included for professional development to be linked to improving student learning and student attainment of the core content standards?
- What needs to occur for the parents and the community to work together to assist in improving student outcomes that are in line with the improvement objectives?

To answer these questions, three years of data should be reviewed and may include: state and local assessment results; a review of curriculum alignment; classroom observations; parent surveys and interviews; school demographics by gender, race, language groups and special education; and other descriptive data; enrollment, attendance and graduation rates, school climate and dropout data; and reports on incidents of violence and vandalism, drug and alcohol use and other risk behaviors. The desegregation of data by grade, gender, race and socio-economic background should address patterns and areas in need of improvement that will be addressed in a plan with clear goals and benchmarks for improvement.

The resulting plan must demonstrate a direct relationship to the findings and remedial activities, and address the vision for all students to achieve the core curriculum content standards; areas of improvement in the curriculum, pedagogy, instructional approaches and school climate; professional development; and parent and community involvement.

Rewards - Funded schools that exceed their adequate yearly progress benchmark for the 2003-2004 school year will receive an award of \$1,000 that can be spent on activities or products selected by a consensus of the entire school teaching staff as a reward.

Evaluation - The NJDE will evaluate the success of the school improvement funds through the current state assessment system based on adequate yearly progress. In addition the following information will be requested as a part of the evaluation:

- A description of the interventions that districts and schools have used to increase student achievement;
- The number of students who transferred out of low-performing schools in districts receiving the FY 2000 school improvement funds as a result of intradistrict (or interdistrict) choice statute requirements;
- The number of school districts that demonstrated to the state that they lacked capacity to provide choice and, for each, the reason they lacked that capacity;

- The number of schools receiving school improvement funds that subsequently met the state’s adequate yearly progress targets, and
- The disaggregated achievement data from the school’s performance profile for each Title I school receiving funds for the year prior to receiving the funds and for the funded year.

The impact of the program will be determined by comparing results prior to implementation to those after the new program has been in place for at least one or more school years. Specifically, the results will be analyzed to determine the percent of students in the various performance levels to verify that students are moving to higher performance levels. The final evaluation criteria will be based on whether the schools that received funds have made adequate yearly progress for two consecutive years and are no longer identified for improvement, and no longer qualify for the school improvement funds.

c. Identify what part, if any, of State administrative funds the SEA will use for assessment development under section 1004 of the ESEA, and describe how those funds will be used.

The NJDE may elect to use a portion of its state administrative funds for assessment development. Those funds may be used to support such activities as vendor solicitation and contract management for the development of assessments.

While SEA administrative funds under Title IV will not be used to support the development of statewide assessments for achievement of the Core Curriculum Content Standards, these funds will be used to develop the required Uniform Management Information and Reporting System and to conduct needs assessments and program evaluations in accordance with the Principles of Effectiveness.

d. Describe how the State will inform LEAs of the procedures they must use to distribute funds for schools to use for supplemental services under section 1167(e)(7) and the procedures for determining the amount to be used for this purpose.

New Jersey, as other states, is developing new systems to respond to the supplemental service provisions. The steps for this new process include:

- Development and dissemination of RFP for vendors/providers;
- Review and approval of vendors;
- Release of a list of approved vendors/providers;
- Development and dissemination of guidelines to schools; and
- Distribution of all relevant information through traditional mailing and posting on the Web.

In addition, this spring we provided statewide technical assistance on “how to” complete state applications for funds and also an overview of all Title I provisions under NCLB. A

series of eight training for all district superintendents and their key staff were held statewide, as well as a special spring conference held in collaboration with the New Jersey Association of School Administrators. Through this process, we have reached out to all of our constituents to help ensure they are apprised of these new federal requirements.

e. Describe how the State will use the formula funds awarded under section 6113(b)(1) for the development and implementation of State assessments in accordance with section 6111.

The New Jersey Department of Education (NJDE) plans to use formula funds awarded under section 6113(b) (1) for the development and implementation of state assessments in accordance with section 6111(1) and (2). New Jersey has begun by focusing first on grade 3. This is consistent with the goal of the Governor's new third-grade literacy initiative ("By 2013-2014, all students will be proficient in reading by the end of the third grade.") and with Goal 2 of the ESEA mandated performance goals ("All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.").

These funds will also be used to expand the grade levels assessed in accordance with the requirement of NCLB over the next four years. The state will begin with a new third grade level test in language arts literacy and mathematics in 2002-03, a grade level not previously included in the statewide assessment program. The state will also replace the existing fourth grade test, the Elementary Proficiency Assessment, with a new assessment aligned to the revised Core Curriculum Content Standards. This test will also be compatible with the new third grade test and the assessments for grades 5 through 7. Federal funds will also be used to develop and ensure vertical equating across all grade levels and content areas. New Jersey will continue to dedicate a sizable amount of state funds to support the entire statewide assessment system at all grade levels.

While SEA administrative funds under Title IV will not be used to support the development of statewide assessments for achievement of the Core Curriculum Content Standards, these funds will be used to develop the required Uniform Management Information and Reporting System and to conduct needs assessments and program evaluations in accordance with the Principles of Effectiveness.

2. Title I, Part B, Subpart 3 -- Even Start Family Literacy [Goals 1,2,5]

a. Describe how the SEA will use its indicators of program quality to monitor, evaluate, and improve its projects, and to decide whether to continue operating them.

The state will measure the progress of local programs through site-visits, desk audits, and annual formal monitoring visits that will identify goals that have been met and those that require more attention. Data received from these audits will determine if a program is working as designed or needs to be modified to meet its goals. The information collected will also highlight programs that are implementing promising practices that can be replicated. Programs will be required to submit end-of-year reports that identify the

completion of activities correlated with their stated goals and objectives. Fiscal progress will be measured through the review of quarterly fiscal expenditure reports.

In 2001, the NJDE developed indicators of program quality in response to federal regulations that required accountability for the quality and effectiveness of services provided to program participants. An indicator was developed for each component of the program with accompanying objectives to measure outcomes. Local programs are required to measure program success against the indicators and objectives. Programs are held accountable for this data when NJDE staff conducts official monitoring visits.

New Jersey's Even Start plan is an annual plan. The NJDE evaluates and measures program progress through on-site visits as well as through quarterly desk audits. Information received from a program will determine whether it is working as designed and whether any alterations would result in improved service delivery or goals achievement. The data collected identifies programs that are implementing practices that will benefit all programs.

Grant recipients entering years two through four will be expected to demonstrate that project services will produce measurable gains such as an increase in academic achievement, enhanced school readiness, an increase in job readiness skills, better use of language, and broadened parenting skills. Grant recipients entering years five through eight must demonstrate that gains have been made in these areas through project services. Affective gains such as managing conflict more effectively, improved relationships with others, better decision making and acceptance of self and others should also be noted for evaluative purposes.

On-site monitoring visits take place a minimum of once yearly by NJDE staff. These visits are designed to assess progress towards objectives, review records/files for compliance with grant requirements, and meet with staff, collaborators and families. Technical assistance is provided to all Even Start programs in New Jersey through quarterly Project Directors Training Institutes, as well as through on-site visits, especially to those low-performing projects. The technical assistance focuses on specific strategies and activities that will result in improved services. Projects may receive technical assistance in any area pertaining to the program at any time during the grant period by contacting their program officer. (Refer to Appendix D for a copy of New Jersey's Even Start Family Literacy Program Monitoring Instrument for Continuation Programs, and for New Jersey's Even Start Indicators of Program Quality.)

The final analysis of grant program success will be based on all of the above assessment tools, as well as the annual federal report, to determine whether the program has reached the desired outcomes in relation to the state goals.

Based on the data collected, technical assistance offered, meetings held and other information gathered, the Office of Program Support Services will determine grant program success and will make recommendations regarding continued funding based on

program evaluations and compliance with the New Jersey Even Start Indicators of Program Quality.

b. Describe what constitutes sufficient program progress when the SEA makes continuation awards.

Grant recipients entering years two through four will be expected to demonstrate that project services will produce measurable gains such as an increase in academic achievement, enhanced school readiness, an increase in job readiness skills, better use of language, and broadened parenting skills. Grant recipients entering years five through eight must demonstrate that gains have been made in these areas through project services. Affective gains such as managing conflict more effectively, improved relationships with others, better decision making, and acceptance of self and others should also be noticed for evaluative purposes.

All funded programs are required to report information and statistics annually for federal evaluation purposes and the state will also review this data. Based on the data collected, technical assistance offered, meetings held, and other information gathered, the Office of Educational Support Services will determine grant program success and will make recommendations regarding continued funding based on program evaluations and compliance with the New Jersey Even Start Indicators of Program Quality.

c. Explain how the State's Even Start projects will provide assistance to low-income families participating in the program to help children in those families to achieve to the applicable State content and student achievement standards.

New Jersey has incorporated an eight-prong approach to educating children through the Core Curriculum Content Standards (CCCS). One of the key elements of the CCCS is Language Arts Literacy, which includes developing skills in thinking critically, as well as in acquiring knowledge and communicating. These are key skill areas reflected in the underlying principles of New Jersey's Even Start Family Literacy Program.

The vision of Even Start in New Jersey is to develop and support long-term sustainable programs that improve family literacy. Sustainable programs are typically those that establish clear goals and objectives, conduct periodic assessment, set benchmarks, seek continuous improvement, and implement ongoing organizational strategies to achieve program quality and longevity. Programs may use the tools and strategies below to achieve this goal:

- Monthly meetings between the lead agency and other participating organizations to review progress toward program goals and review each agency's continued role and responsibilities to the Even Start program;
- Program flexibility to meet the changing needs of the target population;

- Recognition of mutual accountability among collaborating agencies to maximize progress toward achieving program goals;
 - Expansion of the number of collaborating agencies as programs enter each succeeding year in order to increase available resources and services; and
 - Coordination and integration of funds with Head Start, Adult Education and other relevant programs in order to provide the full range of services required to implement the Even Start Family Literacy program.
- d. ***Identify the amount of the reservation under subsection 1233(a) that the State will use for each category of State-level activities listed in that section, and describe how the SEA will carry out those activities.***

The New Jersey Even Start Family Literacy Program will allocate \$5,480,484 as follows:

- Administrative - Six percent of the federal grant will be allocated for the administration of the Even Start Family Literacy Program. Three percent will support the salaries of staff assigned to the Even Start project. The remaining portion (three percent) will be used for the provision of technical assistance for program improvement, development of indicators of program quality, monitoring and evaluation.
 - Technical Assistance will be provided to grantees on an as-needed basis. Additionally, each project director/coordinator will be required to attend a quarterly Project Director's Training Institute meeting designed to address ongoing needs of existing programs and improve existing services.
 - Program indicators have been developed to serve as a guide in the development of quality programming. However, modifications will be made to maintain consistency with federal regulations.
 - Monitoring/Evaluation tools will be designed to reflect the Indicators of Program Quality as an assurance that all funded programs are in compliance with state and federal requirements.
- *Grantee Allocation* - Ninety-four percent of the federal grant will be allocated to eligible agencies that are approved through the SEA's competitive process. The actual funding amount will be based upon the grant cycle and match requirement.

3. **Title I, Part C -- Education of Migrant Children [Goals 1,2,5]**

- a. ***Describe the process the State will use to develop, implement, and document a comprehensive needs assessment that identifies the special educational and related needs of migrant children.***

Each regional migrant project must maintain a current migrant student database. For each child, data should include a unique identification number, family information health information, move information and school information such as date of school enrollment, free lunch qualifier, participation in supplemental instructional programs, and special education information. In addition to providing general population information, the data collected will aid the NJDE in the identification of additional needs or any underserved segments of the target population. Data collected by the contracted service providers are submitted to the NJDE at regular intervals over the course of the project. The data provided by the regional projects will assist the NJDE in the identification of additional areas in need of support for the migrant student population.

- b. Describe the State's priorities for the use of migrant education program funds in order to have migrant students meet the State's performance targets for indicators 1.1 and 1.2 in Part I (as well as 5.1 and 5.2 that expressly include migrant students), and how they relate to the State's assessment of needs for services.***

The NJDE has established a five-year program that focuses on the provision of the following services for eligible children of migratory farm workers and migratory fishers: identification and recruitment of students, intrastate and interstate transfer of student records, supplemental instruction, and health and other support services. This is the fifth year of the multi-year grant program. Provider agencies are charged with the responsibility for documentation of services provided and outcomes related to those services. The NJDE collects assessment result data on all public school children. In addition, graduation and dropout data are also collected. Criteria included in assessing original applications included the level of integration with other local, state, and federal programs to ensure that migrant children are able to access the full range of services available to them. Each approved application contained measurable program goals and objectives on which the provider agencies report to the NJDE on a regular basis.

- c. Describe how the State will determine the amount of any subgrants the State will award to local operating agencies, taking into account the numbers and needs of migrant children, the statutory priority for service in section 1304(d), and the availability of funds from other federal, State, and local programs. (Applicable only if not previously addressed in Part II, #2.)***

The NJDE solicits applications from those currently funded agencies serving the northern and southern regions of the state to continue the provision and expansion of services to eligible children while they reside within the regional project's geographic boundaries.

Each regional migrant project must be coordinated with the regular school programs and with other relevant programs that are required to serve migrant children to ensure the full array of services available to migrant children are accessible to the target population. Award amounts are distributed on a proportionate basis, which is based on student count data submitted by the providers. The NJDE retains one percent of the total state amount for administration purposes.

The State of New Jersey agrees that, in determining the amount of any FY 2002 and subsequent fiscal year MEP subgrants it will award to local operating agencies, it will take into account the following funding factors: 1) the numbers of migratory children; 2) the needs of migratory children; 3) the service priority under subsection 1304 (d); and 4) the availability of funds from other programs. Furthermore, the State recognizes that a condition will be attached to the grant award requiring that it submit to the Department, by September 1, 2002, a detailed description of how these factors will be used in the State's determination of its FY 2002 and subsequent FY MEP subgrants (including the weights assigned to individual factors).

d. Describe how the State will promote continuity of education and the interstate and intrastate coordination of services for migrant children.

Each regional migrant program must build upon and strengthen the existing coordinated delivery system of programs and services that enable migrant children to meet the same content and student performance standards that all children are expected to meet.

A minimum of 60 percent of the migrant children enrolled in school during the regular and/or summer terms will receive appropriate supplemental instructional services that will enable them to meet the Core Curriculum Content Standards.

Program staff must meet with local school personnel and parents to plan and evaluate the local migrant education project at least twice during the regular term and at least once during the summer term.

Each regional migrant program must facilitate the transfer student records and other information about migrant children on an interstate and intrastate basis, including full participation in a migrant student record transfer system, as mandated by the NCLB.

e. Describe the State's plan to evaluate the effectiveness of its migrant education program and projects.

Information gathered from the quarterly reports and answers to specific questions based upon the state-mandated goals and objectives regarding the impact of providing the migrant education projects will assist the state in determining whether intended programmatic outcomes have been met. The reporting schedule for this final program year is:

Report	Reporting Period	Due Date
1 st Interim	1/1/03 – 3/31/03	4/15/03
2 nd Interim	1/1/03 – 6/30/03	7/15/03
3 rd Interim	1/1/03 – 9/30/03	10/15/03
Child Count Data	9/1/02 – 8/31/03	10/25/03
Final	1/1/03 – 12/31/03	1/15/04

The composite of local projects, through attainment of their objectives, determines whether the NJDE has achieved its statewide goals for the grant program. Areas of strength and accomplishments, as well as remaining challenges, will be identified.

- f. Identify the amount of funds that the SEA will retain from its Migrant Education Program (MEP) allocation, under section 200.41 of the Title I regulations (34 CFR 200.41), to carry out administrative and program functions that are unique to the MEP, and describe how the SEA will use those funds.***

Up to one percent of the total award may be retained for administration in implementing mandated data collection and reporting to the Secretary of Education as well as support of technical assistance to local educational agencies and the two contracted providers of services. Subject to change with the determination of the state's final award amount, approximately \$21,266 will be retained by the NJDE.

4. Title I, Part D -- Children and Youth who are Neglected, Delinquent, or At-Risk [Goals 1,2,5]

- a. Describe the program goals, performance indicators, performance objectives, and data sources that the State has established for its use in assessing the effectiveness of the program in improving the academic and vocational and technical skills of students participating in the program.***

State agency programs funded under this title are required to establish and document the implementation of programs that supplement the basic educational services funded through state funding. Each agency maintains program participant data.

Each agency maintains documentation specific to outcomes related to grant-funded activities including statewide assessment results, graduation/promotion rates. Such data are gathered quarterly by the agency and are reported annually to the NJDE.

Within the specific operational parameters of each of the state, agencies maintain and report on data related to maintenance of fiscal effort, coordination with local educational agencies and alternative educational programs, as well as activities related to the transition of students to locally operated programs. Each agency application contained measurable objectives with specific activities designed to support the academic achievement of students in facilities for neglected and/or delinquent children and youth.

- b. Describe how the SEA is assisting projects funded under the program in facilitating the transition of youth from correctional facilities to locally operated programs.***

The NJDE provides technical assistance and support to the recipient state agencies, local educational agencies, students, and their families. To facilitate the transition of children and youth back into locally operated programs, the NJDE has established additional regulatory language concerning the coordination of local programs with state facilities in order to strengthen the tie between agencies. *N.J.A.C. 6A:17-3.7, Students At Risk of Not Receiving a Public Education*, adopted by the New Jersey State Board of Education,

mandates a 10-day time limit for responses to requests between state facility programs and local educational agencies.

- c. Describe how the funds reserved under section 1418 will be used for transition services for students leaving institutions for schools served by LEAs, or postsecondary institutions or vocational and technical training programs.***

Funds reserved by the state will support NJDE oversight of the projects provided under this Title. Specific outcomes data will be collected from each recipient agency annually concerning the effectiveness of grant-funded transitional services. State agencies receiving these funds use the resources to directly support transition activities. Transition services are provided through either grant-support staff or through third-party contracts.

5. Title I, Part F -- Comprehensive School Reform [Goals 1,2 5]

- a. Describe the process the State educational agency will use to ensure that programs funded include and integrate all eleven required components of a comprehensive school reform program.***

The NJDE will require all LEAs and schools to integrate the eleven components of school reform throughout the application process, including the needs assessment, program description and the Goals and Objectives. Each applicant must develop an objective for each element to assure all eleven elements are fully integrated into the program design. Furthermore, each objective calls for an activity design that identifies activities and timelines for implementation of each objective/element.

This year the NJDE in collaboration with the Laboratory for Student Success (LSS) has planned a series of four technical assistance sessions; as described earlier, that focus on each element of school reform and indicators of full implementation that are to be used in internal monitoring. Where weaknesses are identified, follow-up site visits will be scheduled to provide individualized technical assistance.

- b. Describe the process the State will use to determine the percentage of Comprehensive School Reform schools with increasing numbers of students meeting or exceeding the proficient level of performance on State assessments in reading/language arts and mathematics.***

Currently, 149 schools are funded under the Comprehensive School Reform (CSR) program. These schools are assigned to three cohorts, designated according to how many years they have been funded as shown below:

Group	Number of Schools	Years of Program Implementation
A	28	3
B	75	2
C	46	1

As shown above, the first group of grantees will complete the first three years funding cycle this summer. The spring 2002 assessment data will be used to determine their full progress under the grant-funded program. Although data is collected and reviewed annually, because information is reported based on percent of students passing, information cannot be cross-aggregated and summarized readily. Based on preliminary information, two of the 28 schools in the Group A have met state standards. The others have generally show improvements, but until a final evaluation of the program is conducted, a full evaluation of progress cannot be made.

As noted earlier, an RFP has been developed and disseminated to bidders. This evaluation is designed to answer the following key questions:

- Does CSR affect a significant change in student performance?
- Were all of the required CSR elements put in place?
- Is the district continuing to implement the program?

In future years, as each cohort completes the third year of the program, the same evaluation process will be completed. Only after evaluation is completed will we be able to report the results of the program.

6. Title II, Part A -- Teacher and Principal Training and Recruiting Fund [Goals 1,2,3,5]

- a. *If not fully addressed in the State's response to the information on performance goals, indicators, and targets in Part I describe the remainder of the State's annual measurable objectives under section 1119(a)(2).*

No additional annual measurable objectives have been developed.

- b. *Describe how the SEA will hold LEAs accountable both for (1) meeting the annual measurable objectives described in section 1119(a)(2) of the ESEA, and (2) ensuring that the professional development the LEAs offer their teachers and other instructional staff is consistent with the definition of "professional development" in section 9101(34). Note: This program, and the financial support it provides to States, LEAs, and schools, is vitally important to ensure that all students have teachers who are highly qualified, and who can help students achieve to their maximum capabilities. The two items identified above supplement other information States need to provide in response to items in Part I, Goal 3; Part II, item 5, and Part III, information on Title II, Part D (Enhancing Education Through Technology program) on how they plan to implement key teacher quality activities.*

LEAs will be held accountable for meeting measurable objectives described in section 1119(a)(2) of the ESEA through proposed changes in the licensing regulations. The main goal of these changes is to ensure that all teachers are prepared to meet the challenges educating New Jersey's students in the twenty first century. To meet this goal, there is a need to set high standards for licensing and certification of teachers; for linking professional teaching and administrative standards; and for linking pre-service professional development at the college level and mentoring and professional

development at the district level. For greater detail on the proposed licensing changes, refer to the Professional Development and Technical Assistance section of this Consolidated State Application.

The methods by which LEAs will be held accountable by the state for ensuring that their professional development programs are consistent with the definition in section 9101 of the ESEA. These methods are described in greater detail in the Professional Development and Technical Assistance section of this Consolidated State Application. Briefly, Professional Development Standards for continuing education and for guiding districts in the development of their professional development programs and plans were created by the Professional Teaching Standards Board and approved by the Commissioner of Education in January 2000. A County Professional Development Board in each of New Jersey's 21 counties will approve the professional development programs and plans of the local districts in the county through a review and approval process involving a feedback matrix/rubric that is based upon the Professional Development Standards. This process will begin in 2002-2003. Districts will be asked to revise non-approved plans for resubmission.

- c. ***Describe the State Educational Agency and the State Agency for Higher Education's agreement on the amount each will retain under section 2113(d) of ESEA. Section 2113(d) allows for one percent of the State's program allocation for administration and planning costs.***

In the absence of an agreement between the two agencies to apportion the one-percent in another way, of this amount the Department annually will award to the SAHE for administration and planning the greater of-

- 1. The amount of FY 2001 funds it had received for administration under the predecessor Title II, ESEA Eisenhower Professional Development Program, or***
- 2. Five percent of the amount available each year for subgrants to partnerships under ESEA section 2113(a)(2).***

The Department annually will award the remainder of the one-percent of the State allocation to the SEA for its costs of administration and planning. We will provide further guidance on within-State allocations of Title II, Part A funds reserved for administration in the guidance it is developing for the program.

The NJDE and the state agency for higher education agree on the following apportionment of the one percent administrative funds:

SEA (NJDE): \$565,382

SAHE: \$84,804

Total Admin Reserve (1%) = \$650,186

Note: Determination of the one percent reserve is based on the following distribution of funds in accordance with the Title II, Part A guidance released in June 2002:

Total Award to New Jersey = \$65,018,661

99% of Total = \$64,368,474

A. 2.5% of 99% (for SEA program activities) = \$1,609,212

B. 2.5% of 99% (for subgrants to local partnerships – SAHE portion) = \$1,609,212

C. 95% of 99% (for subgrants to LEAs) = \$51,150,051

Determination of SAHE administrative portion:

5% of B above (\$1,609,212) = \$80,460

Total Admin (\$65,018) – SAHE share (\$80,460) = SEA share (\$569,726)

7. Title II, Part D -- Enhanced Education Through Technology [Goals 1,2,3]

- a. *Describe the program goals, performance indicators, performance objectives, and data sources that the State has established for its use in assessing the effectiveness of the program in improving access to and use of educational technology by students and teachers in support of academic achievement.***

In 1997, the department implemented a systemic approach to accelerate the implementation of educational technology in all schools throughout the state. At that time a statewide vision and 15 benchmarks were established that defined the expected goals by the end of the 2001-02 school year. Our schools have made tremendous progress in implementing educational technology to enhance student achievement.

To measure progress, the department initiated the school technology survey in 1999. Three years of survey data indicate great progress. Most of the goals were fully or substantially achieved one year early, by the end of the 2000-01 school year. [For details, see the *NJ School Technology Survey 2001 Report* on the NJDE Web site at: www.state.nj.us/njded/techno/survey/results/.] Because of this achievement and because of rapid advances in technology, the department is now releasing these revised educational technology goals.

The NJDE's vision with the revised goals and benchmarks follow. The expectation is that these goals will be achieved by the end of the 2005-06 school year. The NJDE plans to conduct an ongoing review and revision process during the 2002-03 school year, so as to finalize before districts develop new technology plans for the 2004-2007 cycle.

These goals and benchmarks are intended to guide state, district, and school technology-related decisions. They are not to be considered mandates. As with the last set of goals, they represent a work in progress, and it is expected that they will evolve as we move forward.

VISION: All students, no matter which district or school they attend, will be able to achieve the Core Curriculum Content Standards because they will have unlimited access to people, to a vast array of curriculum and instruction, and to information and ideas -- no matter where they exist.

GOAL 1: Students will attain the educational technology and information literacy skills that will assist them in achieving the Core Curriculum Content

Standards and to succeed in the workplace of the 21st century.

Suggested benchmarks for Goal 1:

- 1.1 Educational technology will be infused into every school district's curriculum and instructional activities.
- 1.2 All school districts will adopt curricula that include information literacy and educational technology standards aligned with the Core Curriculum Content Standards and accepted national standards.
- 1.3 All students will demonstrate proficiency in using educational technology and information literacy skills to enhance learning, increase productivity and promote creativity.
- 1.4 All students will have equitable and easy access to effective and engaging software, CD ROMs and online resources for content delivery as an integral part of every school curriculum. Content materials will meet universal design standards to assure access for students with disabilities.
- 1.5 All students will have equitable and easy access to the Internet and other distance learning technology to obtain information and resources from remote locations to collaborate, publish and interact with peers, experts and other audiences.
- 1.6 All students will use technology tools and applications for solving problems, making informed decisions, and participating in authentic, project-based learning.
- 1.7 All students will act responsibly and ethically when obtaining and using onsite and online information resources.

GOAL 2: Educators will attain the skills and knowledge necessary to effectively use educational technology to assist students to achieve the Core Curriculum Content Standards.

Suggested benchmarks for Goal 2:

- 2.1 All educators will participate in high quality professional development activities and attain, at a minimum, intermediate proficiency levels in utilizing educational technology to enhance student achievement.
- 2.2 All supervision and evaluation practices will address the effective use of educational technology for student achievement of the Core Curriculum Content Standards.
- 2.3 All educators will use technology tools and applications that provide opportunities for authentic, student-centered, project-based learning.
- 2.4 All educators will have access to e-mail and other interactive tools to communicate with parents, students and other educators.
- 2.5 All educators will act responsibly and ethically when obtaining and using onsite and online information resources.
- 2.6 All schools will have technology coordinators for educators that offer timely, onsite guidance and modeling to enhance teacher and

administrator proficiency in using and managing technology-based resources.

GOAL 3: Students, teachers and administrators will have access to educational technology in all learning environments, including classrooms, schools, and other educational settings such as community centers.

Suggested benchmarks for Goal 3:

- 3.1 All students and educators will have regular and equitable access to technology equipment (both desktop and portable) when needed in all learning environments. This includes access to technologies with universal design features or other design modifications that assure access for students with educational disabilities.
- 3.2 All school districts will provide a ratio of at least five students to one multimedia computer in all instructional classrooms, with each of these classroom computers connected to the Internet.
- 3.3 All districts, schools and classrooms will be connected to broadband, high-speed voice, video and data networks in all learning environments.
- 3.4 All schools will have Local Area Networks (a system or network of interconnected computers within a school building), and all districts, where appropriate, will have Wide Area Networks (a network that electronically interconnects multiple school networks -- usually within a school district).
- 3.5 All districts and schools will have high quality, highly informative, user-friendly Web sites.
- 3.6 All educators will have easy access to technical support via a technician and/or electronic assistance that is necessary to maintain operating technology equipment (e.g., help desks, hot lines, electronic monitoring, troubleshooters).
- 3.7 All school districts will establish relationships with appropriate partners, including but not limited to other public agencies and entities, education institutions, community-based organizations and private corporations to increase opportunities for sustained technology access and broad, collaborative learning environments.
- 3.8 All districts and schools will identify and support the needs of students who do not have access to technology in their homes to enable them to continue their learning through technology when school is not in session.
- 3.9 All school districts will adopt an Acceptable Use Policy and other means to ensure that all students, teachers and administrators are able to use technology systems, online resources and software in a safe and secure manner.

GOAL 4: New Jersey school districts will establish and maintain the technology infrastructure necessary for students and educators to access electronic information and to communicate freely via technology.

Suggested benchmarks for Goal 4:

- 4.1 All school districts will obtain and maintain broadband, high-speed networks and reliable Internet access that enables students and educators to support their curricula activities.
- 4.2 All school buildings will have the equipment necessary to provide distance learning opportunities when and where it is needed in the school.
- 4.3 All schools will maintain quality hardware/software with adequate capacity and capability to support successful learning in classrooms, media centers and throughout the learning environment.

NOTE: The NJDE is in the process of developing indicators for each of the benchmarks. Indicators are descriptions of behaviors or measurable activities for a department/district/school/educator to determine achievement of the benchmark.

To determine the status of the educational technology goals and benchmarks statewide for the 2006 timeline, the department will gather data, conduct technology surveys and participate in evaluation activities on an ongoing basis. Listed below are examples of activities to determine achievement of the goals.

- The New Jersey Department of Education will continue to direct school districts and – in appropriate circumstances – schools to implement and update their local technology plans to address core elements of successful school educational technology activities, including facilities planning, maintenance and equipment upgrades, implementation strategies, staff development, curricula revision, spending and evaluation plans. These technology plans will be submitted to the department for approval.
- The New Jersey Department of Education will conduct the annual public school technology survey and report on the results.
- The New Jersey Department of Education will make available the results of national technology surveys with emphasis on New Jersey's results and related educational technology assessment information to the state's educational community and the public.

Listed below are examples of assistance that will be provided by the NJDE to enhance the achievement of the goals:

- Maintain its Web site with useful and pertinent information to inform the educational community in New Jersey, and to provide online learning activities for students and educators.
- Form strategic partnerships with the business community to develop projects and provide resources that will enhance student achievement of educational technology and information literacy skills.

- Conduct research to identify promising practices in educational technology implementation and disseminate this information to districts and schools.
 - Provide leadership and support for key initiatives such as the Educational Technology Training Centers, the state's NJ ELITE program, the federal E-Rate program, bridging the digital divide and Verizon's *Access New Jersey* program.
 - Develop initiatives with institutions of higher education to improve and enhance educational technology experiences for the pre-service teachers.
 - Identify resources from the federal, state, county and local government, and the private sector to support necessary and effective implementation of educational technology.
 - Identify and reward established projects and programs at the state, county, and local levels that are exemplary practices for the application of technology in teaching, learning, and collaboration.
 - Encourage innovative programs and fill gaps in implementation through targeted grant programs.
- b. Provide a brief summary of the SEA's long-term strategies for improving student academic achievement, including technology literacy, through the effective use of technology in the classroom, and the capacity of teachers to integrate technology effectively into curricula and instruction.***

The Office of Educational Technology will continue with successful and established strategies as well as implement new strategies for improving student academic achievement. All strategies are based on New Jersey's Core Curriculum Content Standards (CCCS) where educational technology is an integral component across all content areas. It is interwoven throughout all standards and ultimately throughout all curricula for true infusion in instruction. All students in New Jersey will be affected by technology as they become productive and successful citizens.

Continue Existing Strategies - In 1997, the NJDE implemented a systemic approach to accelerate the implementation of educational technology in all schools throughout the state. At that time a statewide vision and 15 benchmarks were established that defined the expected goals by the end of the 2001-02 school year. Our schools have made tremendous progress in implementing educational technology to enhance student achievement.

To measure progress, the NJDE initiated the school technology survey in 1999. Three years of survey data indicate great progress. Most of the goals were fully or substantially achieved one year early, by the end of the 2000-01 school year. (For details, see the *NJ School Technology Survey 2001 Report* on the NJDE Web site at: www.state.nj.us/njded/techno/survey/results/.) Because of this achievement and because

of rapid advances in technology, the department is now releasing these revised educational technology goals.

The expectation is that these goals will be achieved by the end of the 2005-06 school year. The NJDE plans to conduct an ongoing review and revision process during the 2002-03 school year, to finalize these goals before all districts develop new technology plans for the 2004-2007 cycle. Revised technology plans will be required for those recipients of Title II, Part D funds.

These goals and benchmarks are intended to guide state, district and school technology-related decisions. They are not to be considered mandates. As with the last set of goals, they represent a work in progress, and it is expected that they will evolve as we move forward.

The partnership with 20 school districts that have the Educational Technology Training Centers (ETTC) will continue to thrive. The ETTCs are kept abreast of the NJDE's educational technology goals and initiatives and will use this knowledge to provide related professional development and leadership to teachers on the effective use of technology in the classroom. Through the ETTC involvement, the capacity of teachers to integrate technology effectively into the curricula and instruction will continue to occur.

The Office of Educational Technology will continue its partnerships with other committees and entities including the Distance Learning Depot Committee, which is composed of school district personnel to further distance learning in the state; the Abbott Consortium for Technology, which is composed of the 30 neediest school districts' computer technology directors to address issues of concern related to educational technology; and New Jersey education associations such as New Jersey Association of Educational Technologists (NJAET) and New Jersey Educational Computing Cooperative (NJECC), which focus on providing teachers with resources for effective technology integration strategies.

The Abbott Consortium for Technology (ACT) is a valuable resource for the state and the 30 most needy districts in the state. They provide a body of technologists who share information, expertise and sound implementation strategies among each other.

New Long-Term Strategies - NJDE can ensure that teachers are learning how to use the technology effectively in the classroom through many initiatives identified above. However, we want to ensure the technology that is learned is effectively used in the classroom. It is only through implementation that the students will better understand and use the available technologies. Therefore, we will assess technology use in the classroom by requiring teachers to participate in LoTi (Levels of Technology Implementation.) LoTi is a conceptual framework that measures levels of technology implementation so that school districts can restructure their staff's curricula to include concept/process-based instruction, authentic uses of technology and qualitative assessment. More information may be found at www.learning-quest.com/LoTi/.

The Office of Educational Technology will hire an evaluator to analyze student achievement data in relationship to LoTi and draw conclusions to determine if the professional development is assisting teachers to effectively use technology in the classroom.

The LoTi model will begin in New Jersey as a requirement for all teachers that participate in the competitive funded programs. We will then deploy the model as part of all funded programs, competitive and formula-funded programs.

The three competitive programs to be developed for the 2002-2003 school year are “Access~Collaboration~Equity plus Instruction (ACE +)”, “Development of On-line Courses (DOC)”, and “Technology in the Language Arts Literacy Curriculum.” Although using different methods, all of these programs are to focus on promoting and assessing student achievement. All programs will target grade levels and offer support and resources for implementation. See attached program summaries.

The NJDE will also address the fact that instructional television is underutilized throughout the state. The NJDE will lead an effort to notify and assist districts in using instructional television to achieve the NJ Core Curriculum Content Standards. The NJDE is currently partnering with PBS and the Annenberg Channel, and will initiate a system to notify high need districts of programs and registration procedures for these services. Some of these services are purchased, yet some may be borrowed, rented, or offered free of charge. They are a valuable resource for schools and libraries.

Technology literacy is one area that the NJDE is currently exploring. The department has not defined technology literacy and is reviewing standards of the International Society for Technology Education (ISTE) and that of other states. New Jersey’s Somerset County Coordinating Council consists of various members of the school and community. The council assembled several computer literacy standards, which we are evaluating. We are looking closely at what currently exists so that we are not “reinventing the wheel.” We hope to adopt a long-term assessment tool for technology literacy by January 2003.

- c. Describe key activities that the SEA will conduct or sponsor with the funds it retains at the State level. These may include such activities as provision of distance learning in rigorous academic courses or curricula; the establishment or support of public-private initiatives for the acquisition of technology by high-need LEAs; and the development of performance measurement systems to determine the effectiveness of educational technology programs.*

The Office of Educational Technology will use the state-level funds to:

- maintain staff to administer and facilitate the competitive and formula-driven grant programs that includes onsite monitoring, quarterly reviews, and technology plan assistance to all high-need LEAs;
- conduct ongoing technical assistance sessions for potential and awarded grant recipients;

- collect annual technology survey and inventory data of every school in New Jersey;
- hire an evaluator to analyze the data and observations from the grant recipients to determine the effectiveness of all ESEA programs including the educational technology programs;
- establish a curriculum subcommittee of Abbott Consortium for Technology (ACT) to identify best practices, preliminary distance learning course feasibility studies and identify professional development activities for teachers and principals that may be addressed statewide; and
- purchase an assessment tool, such as LoTi, that measures levels of technology implementation within the classroom to determine the effect of the type of technology use on instruction.

d. Provide a brief description of how –

- i. The SEA will ensure that students and teachers, particularly those in the schools of high-need LEAs, have increased access to technology, and***
- ii. The SEA will coordinate the application and award process for State discretionary grant and formula grant funds under this program.***

The Annual Educational Technology School Survey is conducted and collected by the department in the spring of each year. In 2001, 87 percent of New Jersey's public schools responded voluntarily. Some of the highlights from the survey are as follows:

- 99.6% of the public schools have technology coordinators;
- 99% of the public schools have Internet connectivity;
- 90% of the public schools have Web sites;
- 86.8% of the public schools are using Internet filtering software;
- Student to multi-media computer ratio is 4.5:1.

The student-to-computer ratio is a very important factor that quantifiably identifies those schools that has a substantial need for assistance in acquiring and using technology. The ratio is used to identify those school districts that will need increased access to technology. State efforts will be focused on providing them with technical assistance (again using multiple methods), and encouraging participation in various programs offered through the federal, state or local governments.

Continued support of the Access~Collaboration~Equity (ACE) Centers will assist them in providing increased access to students, their parents and the community at large. The new program, ACE +, will afford more individuals across the state with the opportunity to have access to technology by adding more centers within the state and expanding those that exist.

Past and future ACE grant recipients will also be encouraged to apply for the 21st Century Community Learning Centers grant program to extend the program's intent and goals.

All discretionary grant and formula grant funds are coordinated through the NJDE Office of Grants Management. The 21 New Jersey county office of education staff review the consolidated applications for acceptance. The Office of Educational and Informational Technology will offer our assistance in the review of the educational technology component of the consolidated applications. In the case of formula funded applications, the Office of Educational and Informational Technology staff will be an active reviewer for all LEAs receiving \$100,000 or more of educational technology funds. The grant application and award process are outlined in informative documents in a systemic and comprehensive manner that is consistent across all program areas.

In addition, LEAs that receive educational technology formula grant awards that are of insufficient size to be effective and meet the eligibility requirements under the Educational Technology competitive grant program will be given priority in the Educational technology competitions. They will be provided additional points when their competitive grant application is submitted.

8. **Title III, Part A -- English Language Acquisition and Language Enhancement [Goals 1,2,3,5]**

- a. ***Describe how the SEA will ensure that LEAs use program funds only to carry out activities that reflect scientifically based research on the education of limited English proficient children while allowing LEAs flexibility (to the extent permitted under State law) to select and implement such activities in a manner that the grantees determine best reflects local needs and circumstances.***

The NJDE will ensure that LEAs use program funds only to carry out scientifically-based research on the education of LEP children through the following means:

- Coordinating the provision of regional statewide training on research-based methods and approaches to teaching limited English proficient students. The SEA will engage consultants with demonstrated background and experience in training teachers on research-based methods of instruction;
- Requiring subgrantees to provide assurances that they will only use such scientifically-based methods in their instruction; and
- Continuing to allow districts flexibility in choosing program models and approaches that best work for their students. While New Jersey has a law and regulations requiring districts to provide bilingual education program services when the district enrolls significant numbers of LEP students of a particular language background, districts have a great deal of flexibility in how the instructional programs are organized and delivered. Bilingual programs in New Jersey are transitional, with the goal of ensuring access to academic instruction

and the development of English proficiency; however, districts may implement any variety of program models to achieve this aim.

b. Describe how the SEA will hold LEAs accountable for meeting all annual measurable achievement objectives for limited English proficient children, and making adequate yearly progress that raises the achievement of limited English proficient children.

The NJDE will carry out the following activities to ensure the accountability of school districts in meeting annual objectives and making adequate yearly progress for LEP children:

- Provide awareness sessions to districts to ensure that all subgrantees understand the accountability measures, the data that will be collected by the state, and the consequences of failing to meet such objectives;
- Collect annual disaggregated data on LEP student achievement on statewide tests;
- Collect annual ESL achievement data every two years;
- Collect annual LEP program exit data;
- Subcontract a consultant to analyze the data on a district-by-district basis and determine which, if any, districts have failed to meet state standards;
- NJDE staff will monitor the district to determine what factors prevented them from meeting objectives and jointly develop an improvement plan that addresses such factors;
- Provide technical assistance and professional development during the implementation of the improvement plan;
- Provide information on districts with similar LEP populations that are meeting state standards and facilitate site visits; and
- Continue to monitor district progress to determine any further interventions that are necessary.

c. Specify the percentage of the State's allotment that the State will reserve and the percentage of the reserved funds that the State will use for each of the following categories of State-level activities: professional development; planning, evaluation, administration, and interagency coordination; technical assistance; and providing recognition to subgrantees that have exceeded their annual measurable achievement objectives. A total amount not to exceed 5 percent of the State's allotment may be reserved by the State under section 3111(b)(2) to carry out one or more of these categories of State-level activities.

New Jersey proposes to reserve a total of five percent of the state's allotment. Of this reserve, New Jersey will use two percent for professional development, planning, evaluation, interagency coordination, technical assistance, and recognition to grantees. The remaining three percent will be set-aside for state administrative purposes. The following is a breakdown of costs by activity:

- Administrative set-aside (3%) \$365,474:
 - Salaries - \$190,487
 - Employee benefits - \$49,241
 - Non-salary items - \$6,000
 - Telephone, technology, travel, other services - \$34,424
 - Grants administration - \$55,000
 - Direct administrative costs (@4.9%) - \$16,422
 - Indirect costs (@3.1%) - \$10,899
 - Improvements, buildings & grounds, equipment - \$3,000
- State-Level Activities (2%) \$243,649:
 - Professional development - \$75,000
 - Planning, Evaluation, and Interagency Coordination - \$40,000
 - Technical Assistance - \$28,649
 - Recognition Programs - \$100,000

d. Specify the percentage of the State's allotment that the State will reserve for subgrants to eligible entities that have experienced a significant increase in the percentage or number of immigrant children and youth. A total amount not to exceed 15 percent of the State's allotment must be reserved by the State under section 3114(d)(1) to award this type of subgrant.

New Jersey proposes to reserve 15 percent of the state's allotment for subgrants to eligible entities that have experienced a significant increase in the percentage or number of immigrant children.

The Immigrant Grant portion of Title III will be administered by means of a competitive subgrant process. A Notice of Grant Opportunity (NGO) will be disseminated in the fall to all school districts outlining the eligibility requirements for such grants, including the following:

LEAs that have experienced an increase of two percent or more in the number of immigrant children and youth enrolled in the public and nonpublic schools within the LEA's jurisdiction, as compared to the average of the two preceding years. In awarding subgrants, the NJDE will consider the degree of impact the increased enrollment of immigrant students has had on the applicant LEAs, and the quality of each local plan in addressing the educational needs of its immigrant population. In addition, the NJDE shall equally consider eligible LEAs that satisfy the eligibility criteria, but that have limited or no experience in serving immigrant children and youth.

- e. ***Describe the process that the State will use in making subgrants under section 3114(d) to LEAs that have experienced a significant increase in the percentage or number of immigrant children and youth.***

The Immigrant Grant portion of Title III will be administered by means of a competitive subgrant process. A Notice of Grant Opportunity (NGO) will be disseminated in the fall to all school districts outlining the eligibility requirements for such grants, including the following:

- LEAs that have experienced an increase of two percent or more in the number of immigrant children and youth enrolled in the public and non-public schools within the LEA's jurisdiction, as compared to the average of the two preceding years.
- Special consideration will be given to LEAs that have limited or no experience in serving immigrant children and youth.
- LEAs must use the funds for providing enhanced instructional opportunities for immigrant children and youth as described in the guidance.

A project start date of January 1, 2003 will be set.

- f. ***Specify the number of limited English proficient children in the State. (See definitions of "child" in section 3301(1), and "limited English proficient" in section 9101(25).)***

There are 56,712 limited English proficient children in New Jersey. These data were collected on October 15, 2001, as part of the Application for State School Aid (ASSA) and the LEP enrollment summary. The 56,712 figure does not include the nonpublic school figure of 1,506, which will be factored into the total count.

- g. ***Provide the most recent data available on the number of immigrant children and youth in the State. (See definition of "immigrant children and youth" in section 3301(6).) (Note: Section 3111 of the ESEA requires that State allocations for the Language Acquisition State grants be calculated on the basis of the number of limited English proficient children in the State compared to the number of such children in all States (80 percent) and the number of immigrant children and youth in the State compared to the number of such children and youth in all States (20 percent). The Department plans to use data from the 2000 Census to calculate State shares of limited English proficient students. However, these data on limited English proficient students will not be available for all States until September 2002. To ensure that States have access to funds as soon as they are available, the Department proposes, for FY 2002 only, to provide an initial distribution of 50 percent of the funds under the limited English proficient portion of the formula based on State-reported data. As soon as Census data become available, the Department will recalculate and make final State allocations using 2000 Census data. For the 20 percent of formula funds distributed to States based on State shares of immigrant children and youth, the Department will use the***

most recent State-reported data year in allocating these funds. Census does not collect data that can be used to calculate State allocations for this part of the formula.)

There are 53,783 immigrant children and youths in New Jersey. The immigrant count data were collected during February 2002. This is the annual count as specified by the USDE.

- 9. Title IV, Part A -- Safe and Drug-Free Schools and Communities [Goal 4]**
- a. *Describe the key strategies in the State's comprehensive plan for the use of funds by the SEA and the Governor to provide safe, orderly, and drug-free schools and communities through programs and activities that –***
- i. *Complement and support activities of LEAs under section 4115(b) of the ESEA;***
 - ii. *Comply with the principles of effectiveness under section 4115(a); and***
 - iii. *Otherwise are in accordance with the purpose of Title IV, Part A.***
- (Note: The reauthorized provisions of the Safe and Drug-Free Schools and Communities (SDFSC) Program clearly emphasize well-coordinated SEA and Governors Program activities. The statute requires that significant parts of the program application be developed for each State's program, not for the SEA and Governors Programs individually. For this reason, each State must submit a single application for SDFSC SEA and Governors Program funds. States may choose to apply for SDFSC funding through this consolidated application or through a program-specific application.)***

Providing a safe, disciplined environment conducive to learning is an important aspect of New Jersey's efforts to support academic achievement. The components of New Jersey's Consolidated State Application under Title IV, Part A, are organized according to strategic planning and policy, statute and administrative code, curriculum, programs, professional development/technical assistance and support and products. Title IV, Part A funds will be used to support these strategies in New Jersey schools and communities, consistent with applicable federal and State statutes, regulations and policies.

The following strategic planning strategies and policy documents will guide the use of Title IV, Part A funds.

Strategic Planning and Policy

Strategic Goals on Substance Abuse for New Jersey

The Governor's Council on Alcoholism and Drug Abuse (GCADA) has established a strategic planning process to fulfill its mandated planning and coordination functions. GCADA has established the following overarching goals for drug abuse under its statewide strategic plan:

- Goal #1** Establish and maintain an inclusive and collaborative strategic planning process to reduce alcohol, tobacco and other drug abuse.
- Goal #2** Increase public awareness concerning alcohol, tobacco and other drug abuse and awareness of prevention, intervention and treatment programs.

- Goal #3 Develop prevention and education programs that prevent alcohol, tobacco and other drug abuse among all New Jersey residents and in particular its youth.
- Goal #4 Promote the development and implementation of prevention, intervention and treatment programs and services based on documented needs, program effectiveness research and program outcome measures.
- Goal #5 Increase access and remove barriers to treatment for all New Jersey residents in need of treatment.

All State agencies develop plans for substance abuse consistent with these strategic goals. Programs funded under Title IV, Part A will support Strategic Goals #1 through #4. In particular, Strategic Goals #1 and #4 support the principles of effectiveness, pursuant to section 4115(a).

Strategic Plan for Systemic Improvement of Education in New Jersey - In addition to a comprehensive statutory and regulatory framework, the New Jersey State Board of Education has developed a Strategic Plan for Systemic Improvement of Education in New Jersey (www.state.nj.us/education) that sets forth the NJDE's mission and strategic goals and provides a policy framework for schools to fulfill their educational missions. The SEA and Governor's programs supported under Title IV, Part A will be designed to complement the following Strategic Goal of the NJDE, which is consistent with Goals #1 through #4 of GCADA's Strategic Goals on Substance Abuse for New Jersey:

- Strategic Goal #5 – To ensure that policies and programs promulgated by the State Board and the Department of Education will positively impact the health, social and emotional well being of all students, and to foster the delivery of state services that effectively address the needs of the whole child.

In support of this Strategic Goal, the State Board of Education has explained: "In order to assist all students in achieving the Core Curriculum Content Standards" (required under *N.J.A.C. 6A:8*) "it is necessary that all educational policies of the State Board and the department reflect a consideration of the whole child. We must provide all students with the necessary services, including those that are non-educational, to address their physical, social and emotional needs. As we move forward, we will ensure that what we do takes into consideration the needs of the whole child."

Safe Schools Initiative - In support of the NJDE's Strategic Goal #5, the Safe Schools Initiative has been adopted by the New Jersey State Board of Education (NJSBE), following review and input by educators and the public. This policy document emphasizes prevention and support, while also targeting the provision of a thorough and efficient education free from the threat of drugs and violence for all students.

The SEA funds under section 4112(c)(1) and Governor's funds under section 4112(a)(1) will be used to carry out New Jersey's Safe Schools Initiative in support of the comprehensive state plan for Title IV, Part A described in section 4113(a) that is

designed to provide safe, orderly and drug-free schools that support academic achievement and complement and support the activities of LEAs under section 4115(b).

Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials - As a result of the cooperative efforts with the Education-Law Enforcement Working Group, the New Jersey Department of Law and Public Safety, the NJDE has issued a model agreement for use by local law enforcement and education officials. The Agreement provides a comprehensive framework for communities across the State to work together as equal partners in addressing substance abuse and violence among school-age children and youth. The Agreement is updated periodically to address emergent issues and requirements.

Statute and Administrative Code

The provisions of *N.J.S.A. 18A:40A et seq.*, Substance Abuse, *N.J.S.A. 18A:37-7 et seq.*, Zero Tolerance for Guns Act, *N.J.S.A. 18A: 37-2.2 et seq.*, Assaults with Weapons Offenses, *N.J.S.A. 18A:17 et seq.*, Reporting of Violence, establish the statutory framework for the implementation of comprehensive drug and violence programs in New Jersey. Pursuant to *N.J.S.A. 18A:40A-18*, Substance Awareness Coordinators, the State Board of Education has established regulations under *N.J.A.C. 6:11-11.5* for a professional certificate for a school-based substance awareness coordinator (SAC) position, for which the responsibilities include assisting local school districts in the effective implementation of comprehensive substance abuse and related programs.

Pursuant to *N.J.A.C. 6A:16*, Programs to Support Student Development, which can be found on the NJDE Web site at: www.nj.gov/njded/code/title6a/chap16/index.html, the New Jersey State Board of Education has adopted regulations that provide standards and parameters for the implementation of comprehensive programs designed to support student health and development, including drug and violence prevention and intervention in New Jersey schools. The provisions of *N.J.A.C. 6A:16* provide the basis for school planning for comprehensive drug and violence programs and set forth the framework for programs supported under both the SEA and Governor's portion of Title IV, Part A funds. An outline of the key provisions of *N.J.A.C. 6A:16* that provide the foundation for comprehensive drug and violence prevention programs is provided below:

Chapter 6 Programs to Support Student Development

Subchapter 3. Comprehensive Substance Abuse Programs

- 6A:16-3.1 Establishment of comprehensive alcohol, tobacco and other drug abuse programs
- 6A:16-3.2 Confidentiality of student alcohol and other drug information

Subchapter 4. Procedures for Substance Abuse Intervention

- 6A:16-4.1 Adoption of policies and procedures for the intervention of student alcohol and other drug abuse
- 6A:16-4.2 Review and availability of policies and procedures for the intervention of student alcohol and other drug abuse

6A:16-4.3 Report, notification and examination procedures for students suspected of being under the influence of alcohol and/or other drugs

Subchapter 5. School Safety

6A:16-5.1 Code of student conduct

6A:16-5.2 Emergency and crisis management plans

6A:16-5.3 Incident reporting of violence, vandalism and substance abuse

6A:16-5.4 Access to juvenile justice information

6A:16-5.5 Removal of students from general education for firearms offenses

6A:16-5.6 Removal of students from general education for assaults with weapons offenses

6A:16-5.7 Assaults on district board of education members or employees

6A:16-5.8 Remotely activating paging devices

Subchapter 6. Law Enforcement Operations for Substances, Weapons and Safety

6A:16-6.1 Adoption of policies and procedures

6A:16-6.2 General requirements

6A:16-6.3 Reporting of students or staff members to law enforcement authorities

6A:16-6.4 Handling of substances, firearms and other items

6A:16-6.5 Confidentiality of student or staff member involvement in substance abuse intervention and treatment programs

Subchapter 7. Intervention and Referral Services

6A:16-7.1 Establishment of intervention and referral services

6A:16-7.2 Functions of intervention and referral services

6A:16-7.3 School staff and community member roles for implementing intervention and referral services

Subchapter 8. Alternative Education Programs

6A:16-8.1 Program approval

6A:16-8.2 Application Process and Approval Criteria

6A:16-8.3 Mandatory student placements

Subchapter 9. Home or Out of School Instruction for General Education Students

6A:16-9.1 Student placement

6A:16-9.2 Service requirements

Subchapter 10. Reporting Allegations of Child Abuse and Neglect

6A:16-10.1 Purpose

6A:16-10.2 Adoption of policies and procedures

Curriculum

Pursuant to N.J.A.C. 6A:8, the New Jersey State Board of Education has adopted Core Curriculum Content Standards and Cross-Content Workplace Readiness Standards (CCWRS) that define what every student must know and be able to do to receive a diploma in New Jersey, and include the learning outcomes that will be measured at grades four, eight and twelve. The following Comprehensive Health and Physical

Education (CHPE) and CCWRS Standards, which are based in scientific research and are consistent with Title IV, Part A, address various aspects of drugs, student safety, violence, domestic abuse and child abuse and related prevention education performance indicators, provide the framework for the delivery of drug and violence instruction in New Jersey schools and will guide the use of Title IV, Part A funds to support effective implementation of the CHPE Standards:

Comprehensive Health and Physical Education Standards

Standard 2.1: All students will learn health promotion and disease prevention concepts and health-enhancing behaviors;

Standard 2.2: All students will learn health-enhancing personal, interpersonal and life skills;

Standard 2.3: All students will learn the physical, mental, emotional and social effects of the use of alcohol, tobacco and other drugs; and

Standard 2.4: All students will learn the biological, social, cultural and psychological aspects of human sexuality and family life.

Cross-Content Workplace Readiness Standards

Standard 4: All students will demonstrate self-management skills.

Support for school implementation of the Standards was provided through the dissemination of the publication titled *New Jersey Comprehensive Health Education Curriculum Framework* (www.state.nj.us/education), which is a resource and guide designed to help educational communities in aligning existing health and physical education curriculum with the Core Curriculum Content Standards.

Programs

Program Purposes – Pursuant to *N.J.S.A. 18A:40A-10*, Comprehensive Substance Abuse Intervention, Prevention and Treatment Referral Programs in Public Elementary and Secondary Schools, the New Jersey State Board of Education has adopted regulations (*N.J.A.C. 6A:16-3*) that provide for the establishment of comprehensive programs of prevention, intervention, referral for evaluation, referral for treatment and continuity of care for student alcohol, tobacco and other drug abuse and set forth the purposes of each component. The purpose of each component of the required comprehensive program is described below:

- Prevention Program Component
 - Keep students from using alcohol, tobacco or other drugs;
 - Reduce the incidence and prevalence of student alcohol, tobacco and other drug abuse;
 - Increase the age of onset of students' first use of alcohol, tobacco or other drugs;

- Reduce the factors that place students at risk for involvement with alcohol, tobacco or other drugs through school and community-based planning processes;
 - Contribute to the development of school environments and alternative activities that are free of alcohol, tobacco and other drugs;
 - Increase the knowledge and skills of students, staff and community members for avoiding the harmful effects of alcohol, tobacco and other drug use; and
 - Actively involve staff, parents and other community members in the development and implementation of prevention program plans.
- Intervention, Referral for Evaluation and Referral for Treatment Component
 - Identify students who are at risk for, or who have exhibited, alcohol, tobacco or other drug abuse or related problems;
 - Help students or their families who have requested assistance for an alcohol, tobacco or other drug abuse problem;
 - Make a preliminary assessment of a student's need for educational programs, supportive services or treatment which extends beyond the general school program by virtue of the use of alcohol, tobacco or other drugs by the student or the student's family;
 - Refer students for evaluation to make a positive determination regarding a student's need for alcohol, tobacco or other drug treatment; and
 - Help a student or a student's family follow through on the recommendations of an evaluation which has positively determined the harmful use of alcohol, tobacco or other drugs by the student or the student's family.
 - Continuity of Care Component
 - Assist with the provision of educational programs and services for students in treatment; and
 - Plan and provide supportive services for students who are returning from treatment.

Program Descriptions – Program activities designed to achieve the purposes set forth under N.J.S.A. 18A:40A-10 and N.J.A.C. 6A:16-3 (described above) and that support the Strategic Goals on Substance Abuse for New Jersey established by the Governor's Council on Alcoholism and Drug Abuse, NJDE's Strategic Goal #5 and the Safe Schools Initiative include the following grants and other prevention and intervention programs and services supported by Title IV, Part A funds. A number of the program activities are specifically designed to fulfill the provisions of sections 4112(a)(2) and 4113(a)(5) which require the use of applicable Title IV, Part A funds to serve populations not normally served by the SEA and LEAs and populations that need special services, such as school dropouts, suspended and expelled students and youth in detention centers.

- Showcasing of Best Practices for Substance Abuse and Violence Prevention – In an effort to promote the fulfillment of the principles of effectiveness [section 4115(a)], in general, and the use of programs based on scientifically-based research, in particular, selected programs from the list of exemplary and

promising programs developed under the United States Department of Education's Expert Panel Initiative will be invited to showcase their programs for New Jersey educators at a one-day conference, targeted for Title IV, Part A coordinators from LEAs, substance awareness coordinators and health and social services coordinators. Workshop sessions will be videotaped and disseminated to all LEAs.

- New Jersey Peer-to-Peer Program (NJPPP) – This program and the Peer-to-Peer Transitions Project, described below, address the requirement under section 4113(a)(13) for the State to describe special outreach activities that will be carried out “to maximize the participation of community-based organizations of demonstrated effectiveness that provide services such as mentoring programs in low-income communities.” The NJPPP is designed to develop and maintain a statewide network of peer leadership programs. Under this collaborative effort among the NJDE, the New Jersey Department of Health and Senior Services, the Governor's Council on Alcoholism and Drug Abuse and the Department of Law and Public Safety, training and supportive materials are provided to prepare students to deliver prevention education activities in their schools and communities. Training and materials are also provided to local teams of community and school adult leaders who coordinate the program, provide ongoing training for students and supervise students' peer education activities. Communities representing all demographics, including low-income communities, participate in this statewide program.
- Peer-to-Peer Transitions Project – This project, which is a collaborative initiative of the NJDE and the New Jersey Department of Health and Senior Services, is designed to reduce factors that place students at risk for substance abuse and other negative behaviors as they transition from middle school to high school. The project utilizes the existing network of peer leadership programs established under the New Jersey Peer-to-Peer Program, described above.
- Student Discipline Project – Described below are the primary components of the NJDE's efforts to address a broad range of student discipline issues. These activities are based on the recommendations resulting from nine statewide student discipline policy forums conducted in the fall of 2001, which were comprised of representatives from a broad range of agencies and organizations with interests in education.

Regulatory and Policy Framework – While New Jersey statute (*N.J.S.A. 18A:37 et seq.*) establishes general obligations regarding student discipline, school regulations will be developed to provide guidance to schools on a range of issues that are not addressed in the statute, including definitions for suspensions, removals and expulsions of students, school and staff responsibilities, graduated disciplinary responses relative to the severity of offenses and developmental levels of student offenders and due process rights.

Technical Support – Training and guidance documents and other publications will be provided on the new regulations and related student discipline issues, including zero tolerance policies and violence, vandalism and substance abuse incident reporting.

Alternative Education – An advisory panel will be convened to assist the NJDE in establishing guidelines for consistent uses of alternative education policies and programs for general education students who are suspended, removed or expelled from school.

School Discipline Reform Project – The purpose of this cooperative initiative between the NJDE and the Education Law Center is to effectively prevent and address school violence and disorder, without excluding students from school. The project is designed to demonstrate the application of comprehensive, research-based prevention and intervention practices in a representative sampling of New Jersey schools.

Principals and Parents Promoting Youth Development and Discipline – The goal of this cooperative project among the NJDE, the New Jersey Principals and Supervisors Association, the New Jersey Parents and Teachers Association and the College of New Jersey is to help schools effectively engage parents and families in promoting positive youth development, with particular attention to discipline issues. The project includes the following activities: development and dissemination of a state-of-the-art manual for all public and nonpublic school principals and charter school lead persons to provide them with research, resources, strategies and hands on materials to use with parents in promoting positive discipline and safe schools; development and dissemination of an interactive CD-ROM to be used to enhance the material in the manual; and three regional two-day principals institutes.

- Intervention and Referral Services (I&RS) Initiative – This initiative provides technical assistance to LEAs for the establishment of building-based multidisciplinary problem-solving teams that are designed to assist students who are experiencing learning, behavior or health difficulties and to assist staff who have difficulties in addressing students’ learning, behavior or health needs. The technical assistance provided includes the provision of training to prepare building administrators and building-based teams to implement the teams and dissemination to all LEAs of a revised I&RS Resource Manual which provides detailed information on planning, implementing, evaluating and maintaining I&RS teams in accordance with the new I&RS regulations (N.J.A.C. 6A:16-7).
- Gang Prevention Project – Under this collaborative initiative between the NJDE and the Juvenile Justice Commission, a variety of gang-related services and programs will be delivered in school and community settings and in juvenile facilities. Activities will be provided in high-risk and low-income communities to prevent youth participation in gangs. The project will also provide mentoring, supervision and service coordination for the reintegration of gang members in detention facilities who are returning to their school communities. This project addresses the requirement under section 4113(a)(13) for the State to describe special outreach activities that will be carried out “to maximize the participation

of community-based organizations of demonstrated effectiveness that provide services such as mentoring programs in low-income communities.”

- Serious and Violent Offender Reentry Initiative – Under a collaborative initiative among the NJDE, the New Jersey State Parole Board, the Juvenile Justice Commission and the New Jersey Department of Corrections, special support services, including mentoring [pursuant to section 4114(a)(13)], and service coordination will be provided for identified groups of serious and violent juvenile offenders to attenuate the special problems they face as they transition from juvenile facilities to the community.
- Disaffected Youth Grant Program – This program is designed to help targeted school-age children and adolescents in the municipalities of Asbury Park, Camden, Elizabeth and Trenton remain in school or return to school and to achieve the Core Curriculum Content Standards. This goal will be supported by addressing the academic and nonacademic needs of disaffected youth, and their families, in these high-crime communities who demonstrate one or more of the following characteristics or life status conditions:
 - Multiple disciplinary infractions or suspensions;
 - A school record placing them at-risk of dropping out of school;
 - Youth who have dropped out of school;
 - First- and/or second-time juvenile offenders; and
 - Youth who have been referred to the local Juvenile Conference Committee, as a pre-adjudication intervention.
- Student Support Services Planning and Development Initiative – This initiative will provide support to school districts interested in refining or reforming their student support services and programs. The foundation of the project is the self-study conducted by each district, in cooperation with a consultant provided by NJDE, which will encompass the identification of existing programs, an analysis of student services in relation to identified student needs, an assessment of effectiveness and efficiency of existing programs and recommendations for reforming or refining these programs.
- Violence Awareness Week – The third week in October of each year has been designated by the New Jersey Legislature as “School Violence Awareness Week.” During this week, LEAs will be required to organize violence awareness activities, including age-appropriate forums for student discussions on conflict resolution and issues of diversity and tolerance. The NJDE will provide guidelines and information to LEAs for use in planning the activities in observance of the week.
- Collaboration with Mental Health Agencies and Student Support Personnel – The effective use of student support personnel and the development of relationships between them and mental health providers are important components of schools’ responses to violence. Therefore, the NJDE continues to forge effective links

between New Jersey LEAs and mental health providers. Specifically, NJDE continues to have discussions with the leadership of the New Jersey Association of School Psychologists, the Association of Student Assistance Professionals of New Jersey and the New Jersey Association of Mental Health Agencies to help NJDE develop priorities and build collaborative partnerships that increase the capacity of schools to respond to violent events.

- Professional Staff Positions – Program staff positions will coordinate and provide support for all program activities funded under Title IV, Part A. Responsibilities for program staff positions include:
 - Assisting in the development and coordination of the programs described in the Consolidated State Application;
 - Providing technical assistance to LEAs and other subgrantees in furthering the Strategic Goals on Substance for Drug Abuse for New Jersey, the State Board of Education’s Strategic Plan for Systemic Improvement of Education in New Jersey, the NJDE’s Safe Schools Initiative and the provisions of Title IV, Part A;
 - Providing technical support, consultation and assistance to LEAs and other subgrantees, and State and local agencies and organizations for the development and implementation of drug and violence prevention program activities, including demonstration programs, model programs and best practices, staff training, curriculum development and the adoption of policies, procedures and practices for comprehensive school drug and violence prevention programs and that fulfill the principles of effectiveness [section 4114115(a)];
 - Assisting in the design, development, delivery and evaluation of professional development strategies in drug and violence prevention and other at-risk issues;
 - Providing technical assistance and networking with State, county and local agencies and organizations that provide services to LEAs and target children and youth not normally served by the SEA or LEAs as well as at-risk youth in need of special services;
 - o Serving as liaisons to local, regional and State advisory committees, task forces, planning bodies and professional associations; and
 - o Producing training materials, products, reports, briefings, background papers, correspondence and other information for the prevention of drugs, violence and other at-risk youth issues.

- Student Support Services Record Keeping System – The NJDE has developed a computer-based record keeping software program for voluntary use by substance awareness coordinators to track and report on prevention and intervention activities. The software will be converted from a DOS-based system to a Windows-based system and expanded to allow for use by other student support services staff (e.g., school counselors, school social workers, health and social services coordinators, school psychologists) and programs (e.g., Student Assistance Programs, Intervention and Referral Services teams).
- Program Evaluation – The department will evaluate three major categories of activities funded under Title IV, Part A: 1) Grants and contracts; 2) LEA programs funded under sections 4112(b) and 4114(a); and 3) Professional development/technical assistance:
 - Grants and Contracts – The principles of effectiveness [section 4115(a)] will serve as the foundation for state grant programs and contracts, which will be designed based on an analysis of the literature and needs assessment data and related information. Program objectives and activities will reflect this analysis. Evaluation, which will focus on the accomplishment of behavioral and attitudinal objectives, will contain an element of control, for example, a comparison group, in order to increase confidence in program effects.
 - LEA Formula Grants – LEAs' formula grants will be evaluated from a process and outcomes standpoint. Elements to be captured for the process evaluation will include the use of research-based curricular programs, the adoption of the elements of comprehensive drug and violence programs, and the levels of professional development and technical assistance provided by NJDE staff in support of drug and violence prevention and intervention activities. Outcome evaluation will be locally determined, specified by districts in their applications for Title IV, Part A funds and documented in their performance reports to the NJDE. Outcomes will be both a measurement of progress and an indicator of need for further activity.
 - Professional Development/Technical Assistance – With regard to training, in addition to the immediate evaluations by participants of each training session, the NJDE will contact a sample of participants to gauge the benefits of the trainings at the local level. Targeted direct technical assistance to districts will be similarly evaluated.

In accordance with section 4113(a)(11), the NJDE will publicly report progress toward meeting its performance measures, pursuant to section 4113(a)10, using the following procedures:

- State Board of Education Meetings – Results will be presented annually at a public meeting of the State Board of Education; and

- NJDE Web site – Results will be posted on NJDE’s Web site as they become available.

b. Describe the State’s performance measures for drug and violence prevention programs and activities to be funded under Title IV, Part A, Subpart 1. These performance measures must focus on student behaviors and attitudes. They must consist of performance indicators for drug and violence prevention programs and activities and levels of performance for each performance indicator. The description must also include timelines for achieving the performance goals stated, details about what mechanism the State will use to collect data concerning the indicators, and provide baseline data for indicators (if available).

Described below are the preliminary performance measures for Title IV, Part A. As appropriate, additional and/or revised performance measures and indicators will be established by May 2003, in accordance with federal requirements.

Substance Abuse Indicators, Levels of Performance and Timelines:

- Reduce by three percent the 30-day use rates of alcohol and marijuana and the smoking of tobacco at grades ten and twelve by June 30, 2005.
- Decrease by five percent the incidents of substance abuse on school grounds or at school events by June 30, 2005.
- Reduce by three percent the percentage of students who begin using alcohol and marijuana and smoking tobacco by age 14 or younger.

Violence Indicators, Levels of Performance and Timelines:

- Reduce by five percent the incidents of violence on school grounds or at school events by June 30, 2005.
- Decrease by five percent weapons incidents on school grounds or at school events by June 30, 2005.

To comply with program data collection requirements under Title IV, Part A, LEAs receiving Consolidated Formula Subgrants under NCLB submit two forms that provide program and performance information:

- Local Substance Abuse and Violence Prevention Program Elements Survey; and
- Safe and Drug-Free Schools and Communities Act Impact Data

These forms are being converted from a “bubble sheet” format to Web-based reporting system. This new reporting system will increase efficiency in LEA reporting and provide

a means for LEAs and the SEA to use the data for needs assessment and program planning and reporting purposes.

All subgrantees, other than Consolidated Formula Subgrants under NCLB, submit program data collection forms designed to collect information required under Title IV, Part A. These subgrantees also submit quarterly and final program and fiscal reports, and NJDE staff conduct desk audits and, as appropriate, on-site program audits of grantees' performance.

All information collected from LEAs and other subgrantees, as well as data collected under the UMIRS, will be reported to the United States Department of Education in the Consolidated Annual Performance Report.

The measures described above in A-3, Documentation of Compliance and Program and Assessment Data Collection will assist the NJDE in determining subgrantees' progress in meeting state and local goals and desired program outcomes. By adopting USDE's performance indicators, the NJDE will be able to gauge progress toward performance on these "universal" measures. In addition, LEAs will document their progress toward achieving their performance measures for each indicator on their applications for subsequent year funds and in their annual reports for the use of previous year funds. This information will be used by NJDE staff in reviewing LEAs' applications and in providing technical assistance to LEAs, as appropriate.

- c. Describe the steps the State will use to implement the Uniform Management Information and Reporting System (UMIRS) required by section 4112(c)(3). The description should include information about which agency(ies) will be responsible for implementing the UMIRS, a tentative schedule for implementing the UMIRS requirements, as well as preliminary plans for collecting required information.***

The NJDE will be responsible for implementing the UMIRS. Data required under Title IV, Part A will be collected through the existing Electronic Violence and Vandalism Reporting System (EVVRS) and the New Jersey Consolidated Student Health Survey. The EVVRS is currently in operation and will continue through the grant period. Data from the EVVRS for the 2002-2003 school year will be available by June 30, 2003. The New Jersey Consolidated Student Health Survey (NJCSHS), which is currently being developed as a collaboration initiative among the NJDE, New Jersey Department of Health and Senior Services, and the New Jersey Department of Law and Public Safety, will be implemented by February 2003. Data from the NJCSHS will be available by June 30, 2003.

The NJDE works in collaboration with other agencies and private organizations to reduce the levels of youth substance abuse and violence and to document these problems through data collection. The Uniform Management Information and Reporting System (UMIRS) required under section 4112(c)(3) will be designed to capture movement in key indicators reflective of this concerted effort. State-level data will include attitudes, behaviors, and risk and protective factors captured from the Consolidated New Jersey Student Health Survey, which is based on the Youth Risk Behavior Survey. The Consolidated New

Jersey Student Health Survey is currently under development by a joint committee of staff from the NJDE, the New Jersey Department of Health and Senior Services and the Department of Law and Public Safety. Incident data, which will be obtained under NJDE's Electronic Violence and Vandalism Reporting System, will include violence, vandalism and substance abuse, and behavioral data, such as suspensions, expulsions and truancy. These data will be disaggregated by school and district type, as well as by county and region. The NJDE will not base progress on any one measure; instead it will use multiple measures aggregated at different levels to determine progress and the need for further program intervention.

10. Title IV, Part A, Subpart 1, section 4112(a) -- Safe and Drug-Free Schools and Communities: Reservation of State Funds for the Governor [Goal 4]

- a. The Governor may reserve up to 20 percent of the State's allocation under this program to award competitive grants or contracts. Indicate the percentage of the State's allocation that is to be reserved for the Governor's program.***

The Governor of New Jersey will reserve 20 percent of New Jersey's allocation under Title IV, Part A, section 4112 to award grants and contracts to local educational agencies, community-based organizations, other public entities and private organizations and their consortia.

- b. The Governor may administer these funds directly or designate an appropriate State agency to receive the funds and administer this allocation. Provide the name of the entity designated to receive these funds, contact information for that entity (the name of the head of the designated agency, address, telephone number) and the "DUNS" number that should be used to award these funds.***

The following entity is designated to receive and administer New Jersey's allocation under the Governor's portion of Title IV, Part A, section 4112(a):

William L. Librera, Ed.D., Commissioner
New Jersey State Department of Education
P.O. Box 500
Trenton, NJ 08625-0500
(609) 292-4450
DUNS Number: 806417911

11. Title IV, Part A, Subpart 2, section 4126 -- Safe and Drug-Free Schools and Communities: Community Service Grants [Goal 4]

Describe how the SEA, after it has consulted with the Governor, will use program funds to develop and implement a community service program for suspended and expelled students.

In support of the Community Services Grants, the NJDE will:

- develop and implement a community service program for suspended and expelled students, pending the receipt of federal categorical funds for this purpose;

- plan the program and an effective mechanism for coordinating students involvement in the program in consultation with appropriate state agencies, school districts, and other appropriate entities; and
- award a contract for program administration and delivery, for which the service will be coordinated with and delivered through the NJDE's demonstration program titled *School Discipline Reform Project*. The demonstration program will be implemented in LEAs with identified high rates of suspensions and expulsions.

12. Title IV, Part B: 21st Century Community Learning Centers [Goals 1, 2, and 5]

Identify the percentage of students participating in 21st Century Community Learning Centers who meet or exceed the proficient level of performance on State assessments in reading and mathematics. The State must collect baseline data for the 2002-2003 school year, and submit all of these data to the Department no later than early September of 2003 by a date the Department will announce.

Currently, NJDE reviews statewide academic assessment data, which outlines schools that have made adequate yearly progress and that are progressing toward meeting state standards as well as schools that have attained state standards in one or more years. According to the spring 2001 New Jersey assessment data, of the current eight 21st Century Community Learning Centers (CCLCs) Program grantees (covering 27 local program sites):

- 30 percent have made adequate yearly progress and are progressing toward meeting state standards or have attained state standards in one or more years;
- 62 percent of the 21st CCLCs Program sites have been identified as schools in need of improvement; and
- eight percent have made some progress toward meeting the state standards, but require close monitoring.

Based on this information, the NJDE has determined that there is continued need for comprehensive services, including those services relating to academic enrichment and literacy development, which can be provided through the 21st CCLC Program.

The NJDE will develop a mechanism to identify the percentage of students participating in the 21st CCLC Program who meet or exceed the proficient level of performance on state assessments in reading/language arts and mathematics by collecting and analyzing standardized test scores and grade reports. The NJDE uses the following standardized tests to assess student achievement: Elementary School Proficiency Assessment (ESPA), Grade Eight Proficiency Assessment (GEPA), and the High School Proficiency Assessment (HSPA). This strategy of data collection will also be used to establish the required baseline data for 2002-2003 grantees.

All data collected and analyzed will be submitted to the USDE pursuant to federal guidelines.

13. Title V, Part A -- Innovative Programs [Any goal(s) selected by State]

- a. *In accordance with section 5112(a)(1) of the ESEA, provide the SEA's formula for distributing program funds to LEAs. Include information on how the SEA will adjust its formula to provide higher per-pupil allocations to LEAs that have the greatest numbers or percentages of children whose education imposes a higher-than-average cost per child, such as –***
- i. *Children living in areas with concentrations of economically disadvantaged families;***
 - ii. *Children from economically disadvantaged families; and***
 - iii. *Children living in sparsely populated areas.***
 - iv. *Identify the amount or percentage the State will reserve for each State-level activity under section 5121, and describe the activity.***

Pursuant to *No Child Left Behind*, Section 5112, the New Jersey Department of Education distributes 85 percent of the FFY 2002 baseline amount to local education agencies (LEAs), including charter schools, using the relative enrollments of children in public and private nonprofit schools. The allocation amounts are adjusted to provide a higher per pupil amount to LEAs that have the greatest number of children from economically disadvantaged families.

Formula:

- Enrollment - 70 percent of the total LEA portion - The enrollment calculation is based on the total number of students, ages 5-17, in eligible public and private nonprofit schools as of the 10/15 data collection of the preceding year; *i.e.*, SFY 2003 uses 10/15/01 enrollment data.
- Economically Disadvantaged (Low-income) - 30 percent of the total LEA portion
The low-income calculation is based on the U.S. Department of Agriculture criteria for determining eligibility for free lunch/free milk. The allocation amounts are adjusted to provide additional funds to LEAs and private nonprofit schools whose number of low-income students equal or exceed the statewide low-income threshold.

Calculation:

1. Statewide low-income threshold: Statewide enrollment count divided into the statewide low-income count.
2. Low-income (30 percent):
 - a. For each LEA, total LEA students divided into total LEA low-income students determines LEA low-income eligibility percentage (percentage must meet or exceed statewide low-income threshold).
 - b. Total statewide low-income students in eligible LEAs divided into the LEA low-income students = the low-income percentage.
 - c. LEA low-income percentage multiplied by the low-income amount = the LEA low-income entitlement.

3. Enrollment (70 percent):
 - a. Total statewide enrollment count divided into the LEA enrollment count = the enrollment percentage.
 - b. LEA enrollment percentage multiplied by the enrollment amount = LEA enrollment entitlement.
4. Public and Private Allocation:
 - a. Total LEA amount = item 2 plus item 3.
 - b. LEA per pupil amount for enrollment and low-income = total amounts of enrollment and low-income divided by LEA enrollment and low-income counts.
 - c. Private allocation for enrollment and low-income = LEA per pupil amount multiplied by private enrollment and low-income counts.

The New Jersey Department of Education will reserve 15 percent of 15 percent, \$236,822, for administration, and the balance of the 15 percent, \$1,330,866, for state level activities.

A total of \$800,00 will be used to support statewide reform initiatives such as the development and update of the Core Curriculum Content Standards and the assessment system, promotion of educational equity, the Effective Schools initiative, and implementation of Whole School Reform. The funds will be used to:

- Coordinate implementation of the Social Studies Standards and Frameworks, the Language Arts Literacy Standards, the Visual and Performing Arts Standards, and the Science Standards and Frameworks in the state's public schools through technical assistance and writing.
- Support the implementation of the various Core Curriculum Content Standards.
- Support for the implementation of Whole School Reform through the provision of assistance with technology training, preparation of data and materials, the development and updating of data systems and professional planning of Whole School Reform educational programs.
- Provide technical assistance through statewide conferences and regional workshops for Educational Equity, the Effective Schools Initiative, the Core Curriculum Content Standards and Whole School Reform.
- Coordinate the continuing education initiative for teachers through the development of regulations and policy, and supporting the state-level Professional Teaching Standards Board.
- Support efforts to address school health related issues that impact on student attendance, health and achievement that include technical assistance, developing regulations and policy guidelines, collaboration with other state agencies, nonprofit health related organizations, professional organizations, health care providers, crisis

management teams, health education, and programs for students at risk, i.e., special needs students (classified 505).

A total of \$200,000 of the state level activities funds will be used to support the Virtual Academy project. The Virtual Academy project will use the technological infrastructure that exists throughout the New Jersey public education system to deliver high-quality, cost-effective professional development that relates directly to the NJDOE initiatives through the use of interactive television, teleconferencing, and the Internet. The Virtual Academy provides coordinated, self-contained training modules that address a range of areas, including: (1) evaluation of the alignment of curricula and instruction to the Core Curriculum Content Standards, (2) instructional needs analysis, (3) classroom and district-level assessment, (4) preparation of staff to understand and administer the statewide assessments, (5) use of statewide assessment and other off-grade assessment results to have a positive impact upon teaching and learning, and (6) communication of assessment results to parents, the public, and the press.

A total of \$150,000 of the state level activities fund will be used to support the Technical Assistance Center for Public Charter Schools that will provide assistance to New Jersey's charter schools that have been identified as needing intervention. Technical assistance may be in the areas of curricula alignment, instructional program design, or delivery of special services. Successful interventions will be documented so that processes and prototypes can be developed to serve as models of intervention.

A total of \$150,000 of the state level activities fund will be used to support a Charter School Summer Institute in which intensive training and simulation activities will be provided by currently successful charter leaders to newly appointed charter school directors. The goals of the trainings are to: increase the capacity of the participants to provide strong instructional leadership for teaching staff, analyze student achievement data and use the results to improve curriculum and instruction and develop and maintain an effective and efficient governance model.

14. ***Title VI, Part A, Subpart 1, Section 6111 – State Assessments Formula Grants [Goals 1,2,3,5] - Describe how the State plans to use formula funds awarded under section 6113(b)(1) for the development and implementation of State assessments in accordance with section 6111(1) and (2).***

The New Jersey Department of Education (NJDE) plans to use formula funds awarded under section 6113(b) (1) for the development and implementation of state assessments in accordance with section 6111(1) and (2). New Jersey has begun by focusing first on grade 3. This is consistent with the goal of the Governor's new third-grade literacy initiative ("By 2013-2014, all students will be proficient in reading by the end of the third grade.") and with Goal 2 of the ESEA mandated performance goals ("All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.").

15. Title VI, Part B, Subpart 2 -- Rural and Low-Income School Program [Goals 1,2,3,5]

- a. Identify the SEA's specific measurable goals and objectives related to increasing student academic achievement; decreasing student dropout rates; or improvement in other educational factors the SEA may elect to measure, and describe how Rural and Low-Income School program funds will help the SEA meet the goals and objectives identified.***

The funding available to New Jersey is minimal under this program. However, the department will seek to maximize the use of the available funds for the rural and low-income schools in greatest need. Specific measurable goals and objectives will be established for increasing student achievement, decreasing student dropout rates in the eligible districts.

- b. Describe how the State elects to make awards under the Rural and Low-Income School Program:***
- i. By formula proportionate to the numbers of students in eligible districts;***
 - ii. Competitively (please explain any priorities for the competition); or***
 - iii. By a State-designed formula that results in equal or greater assistance being awarded to school districts that serve higher concentrations of poor students. (NOTE: If a State elects this option, the formula must be submitted for the Department's approval. States that elect this option may submit their State-designed formulas for approval as part of this submission.)***

The NJDE elects to make awards by a State-designed formula that results in equal or greater assistance being awarded to school districts that serve a higher concentration of poor students. The NJDE awards funds in a proportionate formula based on the average daily attendance information reported by the four eligible Local Educational Agencies.

Step 1: Count the number of eligible students enrolled in the eligible LEAs, per reported average daily attendance (ADA).

Step 3: Calculate each district's percentage of the total ADA.

Step 4: Apply each district's percentage of total ADA to the total allocation amount.

Step 5: Calculate the percentage of Title VI, part B funds allocated to each LEA.

Step 6: Run Allocation Notices.

GEPA (General Education Provisions Act), Section 427

All applicants for new awards must include information in their applications to address GEPA, Section 427 in order to receive funding under this program. GEPA 427 requires a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted programs for students, teachers,

and other program beneficiaries with special needs. For a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 to the State.

Equitable Access and Participation in New Jersey

It is a policy of the New Jersey State Board of Education and the New Jersey Department of Education (NJDE) that no person, on the basis of race, color, creed, national origin, age, gender, handicap, or marital status, shall be subjected to discrimination in employment or be excluded from or denied benefits of any activity, program, or service for which the NJDE has responsibility (*N.J.A.C. 6:4-1.1*). The NJDE complies with all state and federal laws and regulations concerning nondiscrimination. In addition, the NJDE *Strategic Plan* and Core Curriculum Content Standards contain sections related to equal access and participation.

The NJDE and funded agencies ensure equitable participation in and access to all state-level activities for students, teachers, and other beneficiaries of programs and services funded under the programs included in this consolidated state application by:

- providing inservice training and professional development programs for teachers regarding access and reducing bias, discrimination, and stereotyping;
- disseminating information statewide to all schools, including nonpublic schools, regarding the availability of grants, student support services, resources, model programs, and inservice training opportunities;
- providing financial assistance, grant availability, and student and teacher services to economically disadvantaged and other specified LEAs and communities;
- coordinating programs through partnerships with other state agencies and other appropriate organizations; and
- analyzing student enrollments by race, color, gender, and disability.

As a requirement for consolidated LEA subgrant application approval, each LEA must describe the steps that will be taken to ensure equitable access, in accordance with Section 427 of the General Education Provisions Act (GEPA).

Consolidated Administrative Funds

1. Does the SEA plan to consolidate State-level administrative funds?

If yes, please provide information and analysis concerning Federal and other funding that demonstrates that Federal funds constitute less than half of the funds used to support the SEA.

If yes, are there any programs whose funds are available for administration that the SEA will not consolidate?

2. Please describe your plans for any additional uses of funds.

Yes. A percentage of funds received under each title will be used for administration as follows:

PROGRAM	%
TITLE 1, PART A	1.00%
TITLE 1, PART B: EVEN START	3.00%
TITLE 1, PART C: MIGRANT	1.00%
TITLE 1, PART D: NEG & DELINQ	1.00%
TITLE 1, PART F: COMP SCH REF	5.00%
COMP SCH REF (FIE TITLE X)	5.00%
TITLE II, PART A: TEACHER QUALITY	1.00%
TITLE II, PART B: TECHNOLOGY GRANTS	5.00%
TITLE IV, PART A: SAFE & DRUG FREE (SEA)*	4.00%
TITLE IV, PART B: 21ST CENTURY COMM	2.00%
TITLE V, PART A: INNOVATIVE PROGS	2.25%
TITLE VI, PART B: RURAL & LOW-INC SCH	5.00%

In State fiscal year 2002 (SFY), over \$50 million was used to support the SEA. The consolidated administrative funds anticipated in SFY 2003 represents approximately 10 percent of the state support.

The NJDE will consolidate all administrative funds from all federal programs permitted to be consolidated (see chart above).

Transferability

Does the State plan to transfer non-administrative State-level ESEA funds under the provisions of the State and Local Transferability Act (sections 6121 to 6123 of the ESEA)? If so, please list the funds and the amounts and percentages to be transferred, the program from which funds are to be transferred, and the program into which funds are to be transferred.

(Note: If the State elects to notify the Department of the transfer in this document, the State's responses to the application's requests for information should reflect the State's comprehensive plan after the transfer. If the State has not elected to transfer funds at this time, it may do so at a later date. To do so, the State must (1) establish an effective date for the transfer, (2) notify the Department (at least 30 days before the effective date of the transfer) of its intention to transfer funds, and (3) submit the resulting changes to the information previously submitted in the State's consolidated application by 30 days after the effective date of the transfer.)

The NJDE will not transfer funds under any of the Titles at this time.